

THE RELATIONSHIPS BETWEEN ORGANIZATIONAL CYNICISM, HIGH
PERFORMANCE WORK SYSTEM, PERCEIVED PSYCHOLOGICAL
CONTRACT VIOLATION, WORKPLACE INCIVILITY AND
ORGANIZATIONAL CITIZENSHIP BEHAVIOUR AMONG
SECONDARY SCHOOL TEACHERS IN JOHOR
BAHRU, MALAYSIA

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I dedicate this work to

My Beloved Mother

and

My Children



PTTA UTHM
PERPUSTAKAAN TUNKU TUN AMINAH

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“This is not the end. It is not even the beginning of the end. But it is, perhaps, the end of the beginning.” (Winston Churchill)

ABSTRACT

Despite the decades of empirical researches on organizational citizenship behaviour, still many of its aspects are unexplored. Organizational citizenship behaviour is found to be important in education sector, especially in public schools in Malaysia. Hence, this study has been conducted to investigate the relationships of organizational citizenship behaviour with high performance work system, perceived psychological contract violation and workplace incivility with organizational cynicism as intervening variable. The research framework has been formulated using the expectancy theory. This is a quantitative study. Stratified random sampling was used to distribute the survey questionnaires to a total of 341 public secondary school teachers in Johor Bahru, Malaysia. The data was analysed by SPSS and SmartPLS 3. The results from Structure Equation Modeling (SEM) revealed that organisational cynicism fully mediates the relationship between high performance work system and organisational citizenship behaviour, it partially mediates the relationship between perceived psychological contract violation and organisational citizenship behaviour and it partially mediates the relationship between workplace incivility and organizational citizenship behaviour. This study finds that teachers' attitude and behaviour are affected by extra responsibilities with least incentives, unmet expectations, lack of involvement in decision making and mistreatment at workplace all of which reduce their organisational citizenship behaviour. This study recommends to provide human resource training programs which enhance teachers' career, citizenship behaviour and communication skills with their co-workers. The management should also have an adequate feedback system, clear job description and work performance-based incentives in schools to reduce behavioural issues among public school teachers. This would bring extensive benefits to schools and teachers as well.

ABSTRAK

Walaupun berabad-abad penyelidikan empirikal mengenai tingkah laku kewarganegaraan organisasi, masih banyak aspeknya tidak diterokai. Tingkahlaku kewarganegaraan organisasi didapati penting dalam sektor pendidikan, terutama di sekolah-sekolah awam di Malaysia. Oleh itu, kajian ini telah dijalankan untuk mengkaji hubungan antara tingkahlaku kewarganegaraan organisasi dengan sistem kerja berprestasi tinggi, pelanggaran kontrak psikologi dicerap dan ketidak beradaban di tempat kerja, dengan sinisma organisasi sebagai pembolehubah perantaraan. Rangka kajian ini telah terbentuk dengan penggunaan teori jangkaan. Ini adalah sebuah kajian kuantitatif. Persampelan rawak berstrata telah digunakan untuk mengagihkan soal selidik kajian kepada sejumlah 341 orang guru sekolah menengah awam di Johor Bahru, Malaysia. Data yang diperolehi telah dianalisis dengan menggunakan perisian SPSS dan SmartPLS 3. Hasil dapatan analisis Structure Equation Modeling (SEM) mendapati bahawa sinisma organisasi memberi kesan perantaraan sepenuhnya terhadap hubungan diantara sistem kerja berprestasi tinggi dan tingkahlaku kewarganegaraan organisasi, ia memberi kesan separa pengantaraan terhadap hubungan diantara pelanggaran kontrak psikologi dicerap dan tingkahlaku kewarganegaraan organisasi, dan separa pengantaraan terhadap hubungan diantara ketidak beradaban di tempat kerja dan tingkahlaku kewarganegaraan organisasi. Kajian ini mendapati bahawa sikap dan tingkahlaku guru dipengaruhi oleh tanggungjawab tambahan dengan insentif terkurang, harapan yang tidak dipenuhi, kurang penglibatan dalam membuat keputusan dan penganiayaan di tempat kerja di mana kesemua ini mengurangkan tingkah laku kewarganegaraan dalam organisasi mereka. Kajian ini mencadangkan untuk menyediakan program latihan sumber manusia yang boleh meningkatkan kerjaya guru, tingkahlaku kewarganegaraan dan kemahiran komunikasi dengan rakan sekerja mereka. Pihak pengurusan juga perlu mempunyai satu sistem maklumbalas yang mencukupi, penerangan tugas yang jelas dan insentif kerja berasaskan prestasi di sekolah untuk mengurangkan isu-isu tingkahlaku antara guru-guru di sekolah awam. Ini akan membawa banyak faedah kepada sekolah dan juga guru-guru.

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LIST OF ABBREVIATION

HPWS	-	High Performance Work System
PPCV	-	Perceived Psychological Contract Violation
WI	-	Workplace Incivility
OCY	-	Cynicism
OCB	-	Organizational Citizenship Behaviour
BBC	-	British Broadcasting Corporation
WHO	-	World Health Organization
UNO	-	United Nation Organization
UNESCO	-	United Nation Education, Scientific, and Cultural Organization
HSE	-	Health and Safety Executive
CMV	-	Common Method Variance

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CHAPTER 1

INTRODUCTION

1.1 Introduction

Teaching is a serving profession, in which the teacher has considerable autonomy in his or her work. Teachers have the power to choose how they manage their work in a variety of ways, such as: designing of lessons, order of lessons, management of their classroom and others. Research has found that the more autonomy employees have in their jobs, the more they exhibit OCB (Yuen Onn et al., 2016). The autonomy influences the psychological state of the employee, making them take more responsibility in their work outcomes as well as increasing job satisfaction (Hackman, 1980; Podsakoff et al., 2000). However, the autonomy afforded teachers in many of their duties may blur the lines when distinguishing what qualifies as OCB. The concept of organizational citizenship behaviour (OCB) has been center of attention for decades among management researchers. OCB defined from Organ's (1988) point of view which explained it as "individual autonomous behaviour that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization."

Chapter one produces background of this study. Preceding sections presents problem statement, research questions and objects, significance, scope, interpretation of key terms and organization of the thesis.

1.2 Background of the study

Education sector plays an important role in the economic growth of any nation. To make improvement in education sector human capital development must be centre of attention. The education sectors main workforce is the teaching staff which not only is responsible for students' performance but the reputation of the school. Teaching is a contracted position to teach a certain number of students a set number of objectives in the time span of the school day for a set number of days in a school year.

Malaysian government aimed to transform their education sector and for that they made economic growth plans in which transforming the education system was also focused (Yuen Onn et al., 2016). Therefore, Malaysian government implemented 10th Malaysian plan in 2010 to focus on the development of human resource in education sector which was considered as the main contributor in economic growth in Malaysia (Economic transformation plan: A roadmap for Malaysia, 2010; Malaysia economic monitor, 2013). Malaysia always concerned about the better education system in the country. Therefore, they always allocated good budget for the education sector every year and this allocation increased year by year with new improvement plans. In years 2015, 40.8 billion ringgits has been to education sector, year 2016 41.3 billion ringgits, year 2017, 42.9 billion and year 2018, 60.2 billion has allocated for education sector of Malaysia (Figure 1.1).

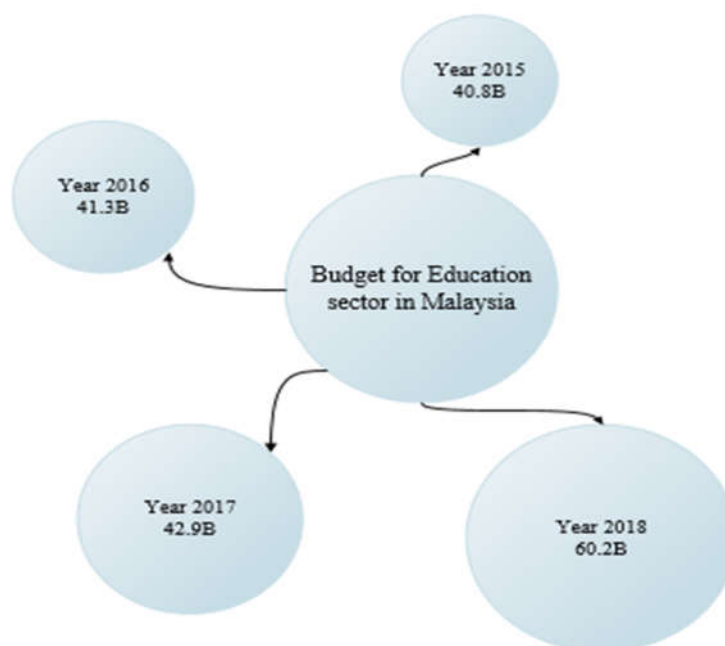


Figure 1.1: Budget allocation for education sector

The main challenge faced by the education sector was to encourage the teachers to work beyond their formal duties and responsibilities in other words OCB needs to be center of attention (National Blueprint 2015 – 2025; Yuen Onn et al., 2016). In order to enhance OCB in education system, there was a need to look into the factors which were the hindrance to perform it. Researchers Hence, this study aimed to highlight the behavioural perspective of teachers.

In past two decades, OCB has received much interests of different fields of research and it became widely studied constructs (Podsakoff et al., 2000; MacKenzie et al., 2000). OCB refer to work behaviour which increase organizational efficacy by reducing other negative factors (Organ, 1988). Various studies have found that the more autonomy employees have in their jobs, the more they exhibit OCB. The autonomy influences the psychological state of the employee, making them take more responsibility in their work outcomes as well as increasing job satisfaction (Hackman, 1980; Podsakoff et al., 2000). On the contrary, OCB is considered as a problematic construct, as employees can increase or withhold their behaviour at different points of reason or circumstances (Bolino et al., 2012). Moreover, OCB needs deeper understanding of how employees engaged themselves in OCB and what factors cause

them to withhold citizenship behaviour. Therefore, this study focuses on the dependent variable OCB and intervening variable organizational cynicism (OCY).

Teachers that unknowingly exhibit OCB may categorize their behaviour as part of their contractual obligation or job duty and not as going above and beyond the call of duty. The professional teacher by nature has the calling to go beyond the call of duty, doing more than what is specifically required of the position (Hoy & DiPaola, 2007). Some examples may be staying late to help struggling students, making calls to parents on their personal time and volunteering to assist with activities for students. Teachers may view these as ways to help further “teach” and not as organizational citizenship behaviour. For this study, the teacher related OCB will be defined as behaviours that exceed their contractual obligations and extend beyond the call of duty. Teachers who carry out these types of behaviours take the duty on themselves to identify the need and then follow through with the act. These tasks are not required nor are any rewards expected; however, the acts do provide a benefit to the school or an individual.

The function of an organization is facilitated when employees perform beyond their work description which is beyond their formal role. This type of behaviour of an employee called organizational citizenship behaviour (OCB). Critics have claimed that although OCB is a discretionary behaviour which is not performed to gain reward or promotion but Organ (1997) stated that these rewards or promotions can be a strong element to engage the employee in OCB. Similarly, if an organization fails to fulfil the expectation of an employee, chances are there that OCB will be decreased (Schalk et al., 2018). Williams and Anderson (1991) divided OCB into two types, including OCB towards an individual (i.e. behaviours that are directly helpful to a specific individual and indirectly contribute to the organization) and OCB towards an organization or a team (i.e. behaviours that directly contribute to the organization).

OCB can be traced back to when Barnard (1938) first analyzed the nature of organization as a “cooperative system”. In such system employees show their willingness to do a task beyond their jobs description and that effort considered as an extra contribution to the organization. After years of research on Barnard’s concept of organization, Katz (1964) made a significant contribution to the development of the OCB. Katz (1964) highlighted motivational issues within the organization. Katz and

Kahn (1966) provided tremendous research work in the field of OCB and introduced the term “extra role behaviour” in management literature. They also introduced that rewards can motivate employee for extra- role performance. Smith et al., (1983) officially used term OCB in their first formal study on OCB and its antecedents. In which they introduced the concept that positive behaviour of OCB can be accounted for characteristics, mood state and environmental factors could independently predict “citizenship behaviour”. Employee’s expectation is an important factor that what employee expects from his/her organization that his/her efforts ought to be valued. But when their contributions are not appreciated by the organization, feeling of distrust and disloyalty are likely to be developed. It means there are chances of development of cynicism towards the organization.

OCB and Organizational cynicism influence the psychological environment of the schools. This psychological environment sometimes provokes an employee to perform extra role at work and sometimes this psychological environment impact negatively. When these factors influence positively, it has been observed that teachers help their students after class hours and also help absent colleagues by giving learning lessons to their classes (Somech & Bogler, 2009). On the other hand, if schools would not appreciate such extra role efforts, distrust and disloyalty would likely to be developed along with cynical behaviour. Cynicism is an attitude which is not only linked with frustration, disappointment and hopelessness but is also associated with contempt, disgust, and distrust (Andersson, 1996; Andersson & Bateman, 1997). Whereas, the central belief is that the principle of honesty and security are relinquished the individual’s self-interest (Abraham, 2000). Cynicism can be traced back to the era of the 14th century AD philosopher, where the founder of this theory was Antisthenes. In that era, the cynic attitude was restricted to groups of philosophers or schools of thought.

By the 19th century AD, it was emphasized on the negative aspect of it and this led to the modern understanding of cynicism. There is a difference between modern and ancient cynicism. Modern cynicism is generally based on the view where an individual thinks pessimistically about the other human beings. However, ancient cynics are lazy, vain, ignorant and blindly obedient. The common thing between these two eras is that they have a low opinion about human beings. So, cynicism is renowned

as an emergent problem that cannot be neglected at the workplace. Thus, cynicism has recognized as a growing problem in the workplace and needed immediate and detailed attention.

Cynicism is no longer restricted to groups of philosophers or schools of thought but rather is believed to be everywhere. Society is not only affected by cynicism at large but also extensive among organizations in different part of world (Dean et al., 1998), Europe, and Asia (Kouzes & Posner, 1993) also affecting by it. For the most part, cynicism is emerging as the new paradigm of employer-employee relations (Feldman, 2000). A past study of employees' attitudes about organizational leaders indicated that many workers believed that given the opportunity, corporate management would take advantage of them, withhold information concerning decision making, and cannot be counted on to provide consistent support (Mirvis & Kanter, 1992). Even though researchers have begun to direct their research attention toward exploring cynicism since it is related to organizations, the literature is still quite diverse (Andersson, 1996). Cynicism within organizations has been theorized to have significant effects with respect to employee attitudes (Andersson & Bateman, 1997) and organizational development (Wanous et al., 2000). However, this construct has not been subjected to empirical inquiry. Although certain aspects of cynicism have been empirically tested (e.g., Andersson & Bateman, 1997; Andersson, 2000; Wanous et al., 2000), the present state of organizational cynicism research is fragmented, lacks comprehensive and integrative work.

In the preceding years, academicians have begun to recognize the profound impact of cynicism in organizations. Goldner and his colleagues (1977) initiated to examine the aspects of cynicism which might affect organizations and their members. Specifically, these researchers were interested in the production of cynical knowledge, and the ability of such information to break down authority. However, this line of research was mainly focused on the institutional and bureaucratic structures of the organization. It did not take into consideration the individual characteristics of its members. It also did not recognize that cynicism as an independent construct that might develop and exist without the breakdown of established beliefs. Although both practitioners and academicians were aware of the presence of cynicism within organizations, it had not been openly acknowledged or examined. Previous studies on

cynicism have been typically examined with scientific research which provides an introduction and elaboration of the established concept. Only a few researchers have examined cynicism as a construct that shows significant effects on attitudes and behaviour in most of the organizational settings (Andersson, 1996; Andersson & Bateman, 1997; Wanous et al., 1997; Abraham, 2000; Pugh et al., 2003;).

The aim of this thesis was to empirically test an integrative model of OCB that included some predictors (high performance work system, perceived psychological contract violation and workplace incivility), with mediator (organizational cynicism), and outcome on OCB which has useful contribution to this research. This study also aimed to contribute by providing some strategies and suggestions to management to contribute in reforming the education system which is the utmost requirement of latest National Education blueprint Malaysia (2015-2025). By scrutinizing this core matter of teaching profession current study made valuable contributions in the literature by increasing research on OCB in educational field and in Malaysian context where it has been limited research by past researchers. Unlike prior studies, this thesis was designed to include public secondary school teachers only from Johor Bahru city.

The current study examined the potential effects of mediator on the relationship between high performance work system, perceived psychological contract violation, workplace incivility and organizational citizenship behaviour (OCB). This study recognized the need of extended research with aforementioned predictors with mediating effect of cynicism in educational settings among public secondary school teachers in Malaysia. There are 11 districts in Malaysia and among all these districts Ministry of Education Malaysia (MOE 2015) has provided the total number of secondary school teachers 147,382 and 2,299 secondary schools (Table 3.1, Section 3.3.1). The reason for choosing the secondary school teachers to explore organizational citizenship behaviour was that the Malaysian government is facing the challenges related to practising citizenship behaviour. It requires to encourage teachers to work beyond their formal duties and responsibilities to achieve success in future. Therefore, it was also important to identify the range of behaviour which effect the extra-role performance of teachers. Decades of research can be found in management or social sciences literature about OCB. Despite the amount of research on OCB some predictors were in need to seek attention. Consequently, this study took high

performance work system, perceived psychological contract violation and workplace incivility as its predictor.

Jensen *et al* (2013) in their study revealed that employees who are given more self-sufficiency and autonomy feel less pressure and anxiety at work but those who have an extra load of work with less autonomy feel more anxiety and stress. Previous literature on job design speaks to the heart of this issue by relates the inconsistency between organizational intentions around high performance work system (HPWS) implementation and employees' experiences of anxiety and overload (Jensen et al., 2013). Some researches (Maslach, 1999, 2003) blamed HPWS that it intensifies job load which resulted in burnout or go beyond physical fatigue, stress and emotional exhaustion. Implementing HPWS in organization build such relationship with employees that company values and cares about them to establish a expectancy theory relationship with them (Sarikwal & Gupta, 2013). In some cases, HR training programs motivate better communication between employee and employer (Raineri, 2016) and some training programs bring thought to employees' mind that they will be rewarded and promoted but such programs not always have these incentive and employee assume that rewards and promises are ignored by the organization which resulted in cynicism and feel offended with psychological contract violation and result in low organizational citizenship behaviour.

Psychological contract violations and implied contract violations are the primary determinants of employee cynicism. Contracts are highly subjective assumptions of good faith and trust concerning the employee-organizational exchanges existing in the minds of the employees (Andersson, 1996). When individuals feel that the organization has failed to uphold its obligations (Shore & Tetrick, 1995), the perceived breach occurs. The current research extended the model by considering the direct effects of other individual perceptions of the organization in addition to perceived psychological contract violations. Ahmad et al., (2014) examined the effects of the psychological contract violation on an individual employee in an organization and stated that it strongly influences on employees' behavioural attitude and well-being, when behaviour comes into question, incivility will be around the corner in the organization. When incivility is attached with the behaviour of employees, it involves the whole organization because workplace is the most heavenly

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